

THE RELATION BETWEEN READING MOTIVATION AND STUDENT  
ACHIEVEMENT

Presented to  
The Graduate Program  
of  
Greensboro College

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in  
Teaching English to Speakers of Other Languages

by  
Taneisha Mills

July 2022

Advisor: Dr. Michelle Plaisance

## **Abstract**

Reading plays an integral role in language learning. When students are motivated to read, they tend to read wide and therefore gain exposure to a range of content and vocabulary. Once students learn to apply the knowledge they garner, this will help to improve their overall academic performance. Unfortunately, not all students are motivated to read, which can negatively impact their academic performance. Hence it is crucial for teachers to employ the appropriate resources to enable students to perform at their best. Educators are always searching for innovative ways to enhance the learning experiences for students, motivate them to read more and improve their grades. The use of technology in motivating students to read is an area that requires further investigation. However, integrating technology in the classroom provides a resource-rich environment that caters to students' learning abilities and interests. Technology can enhance reading engagement by increasing vocabulary and improving reading comprehension. Applying this approach can also promote collaborative and independent learning and boosts students' confidence in learning English. These benefits can increase students' reading motivation and positively impact their overall academic performance.

## **Acknowledgements**

I would like to express sincere gratitude to my advisors, Dr. Michelle Plaisance and Dr. Elena King, for the support and guidance they rendered throughout the completion of my thesis. I appreciate your patience and the knowledge you both imparted.

## Table of Contents

[illegible]

## List of Tables, Figures, and Maps

Figures	Pages
4.1 Home Page . . . . .	26
4.2 Introductory Statement 1 . . . . .	26
4.3 Resource Categories . . . . .	27
4.4 Learning Websites (Epic) . . . . .	28
4.5 Learning Websites (Kahoot) . . . . .	29
4.6 Social Media Network (TikTok) . . . . .	30
4.7 Introductory Statement 2 . . . . .	31
4.8 ESL Activities . . . . .	31
4.9 Blooket . . . . .	32
4.10 Quizlet . . . . .	33
4.11 Google Classroom . . . . .	34
4.12 Reading Bear . . . . .	35
4.13 Seesaw 1 . . . . .	36
4.14 Seesaw 2 . . . . .	36
4.15 lalilo 1 . . . . .	37
4.16 lalilo 2 . . . . .	37
4.17 Raz-Plus 1 . . . . .	38
4.18 Raz-Plus 2 . . . . .	38
4.19 Raz-Plus 3 . . . . .	39
4.20 Learning Chocolate 1 . . . . .	39

4.21	Learning Chocolate 2 . . . . .	40
4.22	Pebble Go . . . . .	40
4.23	Sample Lesson Plan 1 (TEFL.NET). . . . .	42
4.24	Sample Lesson Plan 2 (Pebble Go). . . . .	44
4.25	Worksheet (Pebble Go). . . . .	46
4.26	Sample Lesson Plan 3 (ESL TeenStuff). . . . .	47

## **Chapter 1: Introduction**

Many educators agree that reading is an important part of language development as it helps students develop other related skills such as vocabulary, grammar, and writing. Being able to read and comprehend material is an important life skill that all children should develop. Unfortunately, many English as a Second Language (ESL) students today lack the motivation to read, which has an adverse effect on their overall performance. According to Ahmadi (2013), one of the most critical factors for learners in foreign language learning is the teachers' method to facilitate learning. Hence, teachers need to recognize the importance of reading motivation in academic success. Therefore, teachers are encouraged to employ innovative strategies to keep students engaged during the teaching and learning process (Fisher, 2013). How motivated students are may determine their efforts, which affects their overall performance. By building their motivation, teachers can help students become more proficient in English as they improve their learning abilities.

According to Feng, Fan, and Yang (2013), "motivation in learning refers to student' willingness, desire, need, and compulsion to participate in the learning process (p, 294)." Motivation is, therefore, a factor that compels students to learn. Reading motivation is essential in reading engagement because it plays a crucial role in the results of reading achievement and school success (Hussain, Salam, & Farid, 2020). Based on my experiences, lack of motivation in students contributes to many factors such as

inauthentic and difficult reading materials, the inefficiency of learners, and teachers' lack of training. According to Guthrie and Klauda (2016), reading motivation produces reading engagement, promoting achievement. Therefore, when students understand the value of reading, are encouraged to set reading goals, and show confidence in their abilities, they exhibit more interest in reading activities.

I currently teach fifth-grade ESL students, and based on my experience over the years, I have observed that many students lack the motivation to read. This has been a growing concern in the classroom as my colleagues, some of whom are content teachers, have shared similar sentiments about their ESL students. Students are distracted whenever we have a reading session and often complain that they would rather do another subject. When students receive reading materials, activities, or projects as homework assignments, most cannot fully share in class discussions as they fail to read or complete given tasks. As a result of these issues, most students are not performing at the expected standard, especially on examinations. Additionally, students display a lack of interest in subjects requiring reading, such as social studies and science. I have also discovered that those students who are motivated readers often choose to read. They read more and therefore are better readers than their less motivated classmates. Students who are intrinsically motivated to read are likely to have a high level of engagement in reading, which leads to improved reading skills and better reading achievement (Cartwright et al., 2016).

Based on the myriad issues encountered with this topic, I have focused my research on the relationship between reading motivation and student achievement. I



believe that motivation can improve students' learning results. Applying several motivational strategies in learning brings positive results to students' learning achievement. Therefore, it is vital also to consider the types of resources teachers utilize to encourage reading among their students. A study conducted by Indrayadi (2021) showed that students' reading motivation could influence learning achievement. When students receive the right encouragement, they show more interest in reading, ultimately improving their academic performance. This means that having the right resources can make a world of difference. Pursuing this investigation has allowed me to gain insight into the intrinsic factors that motivate students to read and the kinds of classroom experiences and resources that impact their motivation.

As an intervention strategy, I developed an ESL reading motivation website that provides a wealth of resources teachers can utilize to enhance reading motivation. This website is essentially a hub where teachers, students, and parents have access to a range of learning sites to inspire students to read and improve their academic performance. This ESL project features multiple websites that have several short stories in soft copies and audio forms from multiple genres. The books featured on the website align with topics based on students' interests and reading levels, enabling them to enjoy reading. This is essential as students are more inclined to read materials or topics they have a genuine interest or curiosity for. I have also included materials that students can relate to, especially those related to their cultural backgrounds. These books expose students to a wide range of vocabulary and higher-order thinking skills. In addition to reading

materials, some websites provide exciting assessment tools such as games, puzzles, and mini quizzes to test students' vocabulary and reading comprehension skills.

The current reality for many ESL students is that they have limited opportunity to read for enjoyment or vicarious experiences; their main aim is to read to understand. Many of these students struggle with literacy, language, and content. As a result, they view reading as a frustrating experience. As teachers, we are always searching for ways to motivate students to read and improve their literacy skills. When students are provided with readable materials in their interest area and are allowed to read for enjoyment, this increases their motivation to read as they are more likely to read independently (Locher, Becker & Pfof, 2019). For this reason, the project has websites that cater to the early literacy needs of students, which will help them to build a stronger foundation for their language learning experience. The websites provide instructions in multiple languages, and this feature encourages parental involvement as parents can access activities in their native language. This enables parents to play a more active role by providing parental guidance, which is also crucial in language learning.

The aim of this website is to establish a love of learning in students, help them expand their vocabulary, build independence and self-confidence, and improve their academic performance. Most importantly, the website will serve as a resource centre for content and ESL teachers, as we often struggle to find the right resources to incorporate into our lessons. I am interested in this project because I understand first-hand the challenges that many teachers frequently encounter as they try their best to employ strategies and locate resources to motivate students, many of which have proven futile.

Students have also shared their frustrations about reading materials and their inability to comprehend or find enjoyment in their reading lessons. For this reason, the importance of this topic cannot go unnoticed, as many educators and their students can benefit immensely from this project. Naturally, the motivation to create such a project stemmed from my passion for the teaching profession and genuine care for students. I am also guided by my teaching philosophy to provide motivation and encouragement and challenge students to perform at their best. However, my ultimate goal is for my students to develop a love for learning. I want my students to display that passion and eagerness to learn and discover new ideas. I also want my students to be independent learners and critical thinkers who can take responsibility for their own learning.

I have always been proactive in tackling any issue that hindered my student's learning progress. Therefore, it is fitting to develop this project. Pursuing this master's program has also provided valuable insights into many teaching strategies, techniques, and methodologies that have prepared me for the unique challenges in the ESL learning context. Hence, I am well prepared to undertake this project. Additionally, I utilize similar approaches with my students; they have responded well and have made some improvements in their reading skills. Consequently, the creation of this project can increase students' reading motivation and improve their overall academic performance in the various subject areas

## **Chapter 2- Literature Review**

Many researchers have acknowledged that motivation plays a crucial role in second language (L2) reading. According to Komiyama and McMorris (2017), it is imperative that English as a Second Language (ESL) practitioners and administrators gain a solid understanding of their students' motivation to read in English and how it relates to the classroom experience. Motivating L2 learners to read is a crucial step toward academic success. Therefore, teachers are encouraged to foster a classroom environment where English learners (ELs) can develop and maintain their reading motivation (Protacio, 2012). In doing this, it is important to use materials to pique their interest (Hosseini et al., 2014). Over the years, the number of ESL learners in the United States school system has increased. Hence, teachers will need to employ appropriate resources and strategies to enhance learning and build students' motivation. One such resource teachers can integrate is technology. Several studies have revealed that technology increases students' reading motivation (Jiawook 2022; Lamb 2011; Resinger 2013), promotes communication and teamwork (Martin 2003), and provides tools that support differentiated learning (Cuter 2015 & Larson 2010). These are also crucial factors required to improve the academic performance of ESL students. In this chapter, I explore research relating to motivation in general and the major types, which are intrinsic and extrinsic, and how they impact academic achievements. The subsequent paragraphs also examine research pertaining to the importance of reading motivation in L2 academic performance and the use of technology to enhance reading motivation.

## Motivation

In second language (L2) learning, motivation is considered one of the main determinants in the success or failure of learning (Dornyei, 1994). As it relates to L2 learning and motivation, Gardner (1985) posited that *motivation* is the combination of effort and desire to achieve the goal of learning the language. In this instance, the goal is language competence, and motivation drives an individual to that goal. According to Reeve (2016), motivation is an internal process that energizes, directs, and sustains behavior. As it relates to the classroom setting, this would indicate that motivation allows students to concentrate wholeheartedly on learning to attain academic success (Reeve, 2016). From a simpler perspective, Baumeister (2016) proposed that motivation is a desire to affect change in oneself or the environment. In this case, a student can be motivated to improve any aspect of their learning or bring forth any desirable changes related to their academic performance. Other researchers (Achmad & Yusuf, 2016; Ulfa & Bania, 2019; Usman et al., 2016) described motivation as a combination of effort, hunger, and a good attitude to achieve the goal of language learning. Therefore, an individual's motivation to learn a second language directly indicates the degree to which they will work to grasp the language because of their desire and satisfaction with a task (Rubrecht & Ishikawa, 2012).

Many researchers believe motivation plays a crucial role in learning achievement (Hussain, Salam, & Farid, 2020; Lai, 2013). Motivation has been widely regarded as a key factor influencing success in second language (L2) learning (Astuti, 2013; Ng & Ng, 2015). Motivated students are generally attentive as they engage in activities that enable

them to achieve their learning goals (Jones, 2009). A qualitative study conducted by Azar and Tanggaraju (2020) to investigate the types of motivation bachelor students used in learning English at private universities in Malaysia found that students' learning motivation can influence learning achievement. Similarly, a study by Mahadi and Jafari (2012) to investigate the impact of motivation on language learning revealed that motivation is a significant and effective factor in learning a language. Hence, teachers have a crucial role to play in motivating students.

Samejon (2015) also considered motivation as a key ingredient in the rate and success in L2 acquisition and learning, stating that it is the fuel that gives students the confidence to commit to this challenging learning process. From this perspective, motivation can propel or hamper a learner's success toward language competency (Oxford, 2001). In the same breath, Huo (2018) stated that the most common reason international graduate students fail to master the English language is their lack of motivation to learn English as a second language. Mahadi and Jafari (2012) believe that students' learning achievement can be improved when teachers employ various motivational strategies in the teaching and learning process. Research has shown, however, that intrinsic and extrinsic motivations are the two main factors influencing students' reading motivation (Chinappi, 2015; Wang & Guthrie, 2004). Several researchers and theorists contend that intrinsic motivation correlates more closely with language learning success than extrinsic motivation. However, a learner's total motivation is most frequently a combination of extrinsic and intrinsic (Ng & Ng, 2015).

Huo (2018) also concluded that once students are not motivated extrinsically or intrinsically, they will likely lose interest in learning.

### **Intrinsic Motivation**

Ryan and Deci (2000) posited that intrinsic motivation emanates from an individual's innate desire to explore and understand the world around them. When students read due to their interest in a particular topic and find enjoyment in the process or gain satisfaction from an idea presented, they are intrinsically motivated (McGeown & Komiyama, 2013). Consequently, students are considered intrinsically motivated when they freely engage in learning activities merely for enjoyment. This, therefore, indicates that students find the learning experience personally satisfying. As it relates to reading, intrinsic motivation can be defined as "the enjoyment of reading activities for their own sake" (Guthrie, Coddington, & Wigfield, 2009, p. 322). Intrinsic motivation pushes students to be more engaged in reading activities, thus building greater reading comprehension (Yang et al., 2018). Hence, prioritizing their reading options can improve their learning outcomes.

Intrinsic reading motivation contributes to the ability to comprehend text (Bråten, 2017). Having a natural desire to read will serve as one's motivation to read for understanding. According to Yang et al. (2018), intrinsic motivation enhances students' engagement in reading activities, which improves their reading comprehension. Intrinsic motivation gives students the drive they need to read without external rewards (Dakhi, 2018). This drive is usually powerful, serving as the primary motivation to tackle

challenging reading passages. Intrinsic motivation is independent of one's desire to engage in activities because of societal values and expectations; thus, it is fundamentally different from extrinsic motivation. Students' ability to connect to texts that are available to them also affects their intrinsic motivation. It is vital for teachers to expose students to content that is representative of their cultural identities. Bishop (1990) agreed with this statement, describing books as "mirrors" and stating that they often reflect our experiences, and readers seek to find themselves within books. Therefore, exposing students to the content they can relate to can increase their intrinsic motivation.

### **Extrinsic motivation**

When students engage in reading to improve their grades and gain recognition, and praise from others, this is termed extrinsic motivation (Hayikaleng, Nair & Krishnasamy, 2016; McGeown, 2013;). This reading motivation has contributed to supporting self-development and future career or education (Olmez, 2015). As adults, individuals often have to rely on extrinsic factors to stay motivated while pursuing goals. Extrinsic motivation can help to keep students on track with their educational achievements.

Extrinsically motivated students tend to share what they read with other students, outperform other students, and aim to please their parents (Chinappi, 2015; Houghton, 2015; Komiyama, 2013). According to McGeown et al. (2020), understanding students' reading motivation change is crucial for teachers. This knowledge allows teachers to foster greater motivation and engagement among students in reading activities. Extrinsic



motivation is generally prominent in Foreign Language (FL) context. Some researchers support the significance of extrinsic motivation in the success of L2, while others confirm the validity of intrinsic motivation (Hassan, Hariri, & Khan, 2019). However, the success of second language (L2) acquisition results is still under investigation.

Arteaga (2006) also discovered that teachers could use extrinsic motivation to increase or encourage competition among students. Students motivated by competition generally display a strong desire to learn as they create and set goals and take responsibility for their learning. Feng and Chen (2009) shared that setting educational goals is fundamental to achieving improved performance and quality grades when learning English as a second language. Therefore, it is important for teachers to create an integrative and competitive learning environment for ESL students. Arteaga (2006) argued that using extrinsic motivation to help students master a foreign language has several benefits for teachers and students. One benefit for students is the mastery of goals orientation, or where the students desire to obtain a better result from the learning process itself.

### **Importance of Reading Motivation in L2 Academic Achievement**

Reading motivation is one vital factor for the enhancement of the academic performance of students. According to Alvarado & Adriatico (2019), several studies merely focused on the areas of motivation, reading achievement goals, reading alternate assessment, and cognitive reading. Research has shown that reading as a frequent habit improves students' literacy skills such as comprehension, grammar, spelling, and

vocabulary (Sanacore & Palumbo, 2010). Alvarado and Adriatico (2019) conducted a quantitative study that assessed the relationship between the reading motivation of students and their academic achievement. In this investigation, the authors asserted from the statistical result that reading motivation was not significantly related to the students' academic achievement. The research also showed that students with high motivation would seek books to provide satisfaction, which eventually develops their cognitive skills. Therefore, teachers were encouraged to continue to nurture students' reading skills by implementing different strategies to improve the learners' academic performance.

Reading motivation is considered important in reading engagement because it affects the results of reading achievement and school success (Guthrie et al., 2006). This motivation relates to mental readiness, willingness, beliefs, and perception to engage in a reading activity (Alhamdu, 2015). Reading motivation can impact students' interests, efficacy, and goals because these factors can improve comprehension outcomes (Middleton, 2011). In this sense, teachers must be able to stimulate students' reading motivation and make an enjoyable class. For students to be successful learners and readers, they need to be motivated and engaged in the act of reading (Becker et al., 2010). Children can become more academically successful when they are engaged in their thinking and reading (Guthrie & Humenick, 2004). Moreover, increasing motivation to read strengthens reading comprehension and overall academic achievement (De Naeghel et al., 2012). Additionally, motivated students will devote more time to reading, furthering their overall achievement in the various subject areas (Capen, 2010; De Naeghel et al., 2012).

In a recent investigation, Hubbard (2022) found that motivating students to read is a crucial aspect of learning engagement and predicting academic achievement. Hubbard also shared that to motivate students to read and perform at their best; they must have access, choice, and challenge in their reading materials. These three factors allow students to feel successful reading (Marinak & Gambrell, 2013) while also increasing their intrinsic motivation (Bright & Loman, 2020). Access has been shown to impact both motivation and competence in reading (Bright & Loman, 2020). With increased access, students can have a more comprehensive selection of engaging texts (Guthrie et al., 2007). Furthermore, to foster motivation, students need to have opportunities to be challenged by their reading materials, particularly students who are struggling and might be restricted from accessing grade-level material (Hastings, 2016).

### **Reading Motivation and L2 Learners**

According to Alfaleh (2015), reading is the most important learning area in ESL classes because it exposes students to a wide range of content which helps them develop other related skills such as vocabulary, writing, and speaking. Some researchers (Conradi et al., 2014; Schiefele et al., 2012) have described reading motivation as an individual's subjective reasons for reading. Guthrie, Wigfield and VonSecker (2000) also defined reading motivation as an individual's personal goals, values, and beliefs concerning reading topics, processes, and outcomes. This means students may be motivated to read based on personal interests in a topic (McGeown & Komiyama, 2013). On the contrary, external factors can influence students' motivation to read. These may include the desire

to excel in the various subject areas or gain recognition from others (Hayikaleng, Nair & Krishnasamy, 2016; McGeown, 2013;). Such reasons for reading motivation are generally considered under two categories: intrinsic and extrinsic reading motivation (Chinappi, 2015; Schiefele et al., 2012; Unrau & Schlackman, 2006).

Reading motivation is a strong drive that influences an individual to engage in reading activities. Therefore, students who have strong motivation to read may spend ample time doing so. Meanwhile, students who are less motivated to read will try to avoid activities that negatively impact their reading comprehension (Guthrie et al., 2000; Marinak & Gambrell, 2008). Cambria and Guthrie (2010) stated that motivation refers to an interest, dedication, and confidence. The authors explained in their study that a student may have the skills to read, but without the will to read, he or she is not likely to become a good reader. In addition, the authors expressed that motivation should not be ignored, regardless of whether a learner is developing reading skills in the first language (L1) or second language (L2). For low-achieving students in reading, a lack of motivation can intensify challenges, leading to a cycle of low achievement and motivation (Morgan et al., 2008). Hosseini et al. (2014) supported the findings from this study, showing that to motivate students to read, the materials should pique readers' interest, possess some level of challenge, contain reader-friendly characteristics, and have appropriate vocabulary level to facilitate comprehension.

There are significantly more investigations conducted on L1 reading motivation in the United States compared to L2 reading motivation, a relatively recent development (Komiyama, 2013). A majority of the research conducted on L2 reading motivation is

done in Asia (Dhanapala & Hirakawa, 2016; Indrayadi, 2021; Komiyama, 2013; Mori, 2002; Takase, 2007, among others). Mori (2002) revealed four underlying factors in Japanese learners' English L2 reading motivation. These factors include the intrinsic value of reading, the extrinsic utility value of reading, the importance of reading in English, and reading efficacy. Reading in a foreign language is generally considered a more challenging task for learners when compared to reading in their native language due to unfamiliarity (Almadany, 2009). Almadany examined motivation theories related to reading and achievement of Foreign Language Learners (FLL) and found three major components that affected students' reading motivation: autonomy, stimulation, and interest. This study claimed that allowing students to choose text that is of interest and utilizing stimulating strategies and activities are combinations to build reading motivation in students.

Integrativeness is another concept widely associated with L2 reading motivation (Gardner, 2001). A Japanese study by Takase (2007) showed that integrativeness was a sub-factor of extrinsic motivation associated with the utility value of reading. According to Gardner (2005), integrativeness refers to "an individual's willingness and interest in social interaction with members of other groups" (p. 7). It is widely known that ESL students require greater motivation to help propel their positive reading habits; therefore, educators must employ effective motivational strategies. Research conducted by Protacio (2012) investigating the reading motivation of English learners found that English learners (ELs) may be motivated to read in English to learn about their new culture and affiliate themselves with their American peers. This indicates that the social environment

of L2 students could influence their reading motivation. Therefore, social support from family, teachers, and peers can have a positive effect on the learning motivation of L2 students (Wentzel, 1998).

Dhanapala and Hirakawa (2016) conducted an investigation of intrinsic and extrinsic motivation in L2 reading among Japanese and Sri Lanka university students and found five sub-factors relating to intrinsic motivation (curiosity, involvement, challenge for reading, positive behaviour of reading, and utility value of reading emerged) and three sub-factors of extrinsic motivation (recognition, social sharing, and grades). Contrary to this study, Komiyama (2013) investigated the factors underlying second language reading motivation of a mixed group of adult EAP students involving academic English L2 reading in the USA. The study revealed only one intrinsically oriented factor (Intrinsic Motivation) and four extrinsic sub-factors (drive to excel, academic and test compliance, and social sharing). Similarly, Indrayadi (2021) studied Indonesian English as a Foreign Language (EFL) learner' reading motivation and examined whether intrinsic and extrinsic reading motivation is different among students and reading motivation in general. The result of the study showed that most extrinsic reading motivation dimension percentages were slightly higher than intrinsic motivation. In addition, the students who displayed a higher level of reading motivation were due to extrinsic factors such as good grades, better information from the text, appreciation from others, and completing assignments.

### **Using Technology to Enhance Reading Motivation**

According to Cutter (2015), with the rising number of English Language Learners in general education classrooms, it is essential for teachers to be aware of the various types of technology available to them that will help students engage in reading and strengthen their comprehension skills (Cutter, 2015). According to Risinger (2013), technology can serve as a way to increase reading motivation. Risinger mentioned that integrating technology in reading lessons increases students' engagement and enhances reading motivation. Lamb (2011) found one-third of the students stated that they would read more books for their enjoyment if they could use an e-reader. E-readers often consist of tools that support reading comprehension and increase students' reading self-efficacy as these tools help them tackle reading challenges. Students with high self-efficacy portray more confidence in their reading abilities (Brozo & Flynt, 2008).

Larson (2010) explained that technology comprises many positive features that encourage the practice of positive reading strategies. Larson added that E-books and digital readers boast a wide range of tools such as dictionaries, highlighters, note-taking, or text to audio tools. These tools encourage students to practice positive reading strategies as they can make notes and highlight main ideas. Most importantly, employing technological devices or Apps can also aid teachers in differentiating individual reading experiences for students. According to Martin (2003), using technology in teaching causes greater student communication and teamwork. In a qualitative investigation, Martin focused on the benefits of using computers to enhance the reading skills of third-

grade students. The findings revealed that students enjoyed the website readings, communicated effectively with each other, and worked cooperatively in their groups.

Cutter (2015) conducted a study to investigate the use of technology with ESL learners and reported that integrating technology into the classroom and daily lessons has a direct positive impact on English Language Learners. Cutter explained that technology allows teachers to cater to students' individual needs, thus increasing their motivation to learn more and strengthening their understanding. The author believed that technology enhances students' engagement by exposing them to interactive games, pictures, and videos aimed at giving them a deeper understanding of words and concepts. Another benefit shared by the author is that technology can reduce pressure and anxiety as students will be able to work at their own pace. It is important for teachers to be aware of and utilize the various technological applications available to them. Jiawook (2022) reported that digital books positively impact vocabulary learning and motivate students to read more books which help them gain a better understanding of the English language.

Despite all the positives of implementing technology in reading activities, researchers such as Lamb and Johnson (2011) noted that not all children have the skills to use interactive reading tools successfully and independently. Some students still require additional support with their reading struggles (Lamb & Johnson, 2011). The authors also cautioned that teachers should not just assume or rely on technology alone to increase reading motivation. Although reading can be interactive, this does not speak to the quality or educational content of the texts, which should be one of the main areas of focus (Lamb, 2011). Also, interactive components can sometimes distract readers as they read,



and the many tools the devices provide can become disrupting instead of helpful (Larson 2010). Another concern regarding the use of technology is that they are new; hence the result of their influences is still unknown and inconclusive. However, most studies on this topic revealed that increased engagement with technology had yielded positive results.

## **Conclusion**

Reading motivation is a thoroughly explored topic related to first language (L1) literacy development owing to its influence on reading practices and outcomes. However, investigations between reading motivation and academic performance have not been studied at length. Moreover, there are limited studies related to the academic achievement of second language (L2) learners. Surprisingly, as it relates to e-reading, there is still a lack of L2 studies that address motivation despite the increased use of electronic reading materials and technology as tools for teaching and learning. The lack of research on this topic can impede the efforts made by educators and administrators who desire to integrate digital texts into their classroom intervention programs.

Most of the research on L2 reading motivation is centred around intrinsic and extrinsic motivation, representing the two main factors influencing students' motivation to read. However, it is also important to note that the factors underlying L2 reading motivation for students may vary according to the reading context. It is important to note that all learners are motivated in different ways, and it takes much time and effort for learners to build and maintain their enthusiasm to learn. Therefore, the literature revealed

that teachers, parents, and peers are essential in creating an encouraging and motivating teaching and learning environment for ESL learners to strive.

### **Chapter 3: Project Design**

Reading motivation of second language (L2) learners has been a growing concern in schools. Many elementary and high school students have demonstrated limited motivation and low levels of engagement in reading (OECD, 2017). Similarly, Short (2010) expressed that one of the main challenges that elementary teachers face is developing a reading program that adequately meets the need of all students. Short added that since not all students learn in the same manner, it is imperative that teachers find ways to motivate and excite students when it comes to reading. Reading motivation is connected to reading achievement, and students with high reading motivation tend to read more extensively than students with lower motivation levels (Guthrie & Wigfield, 2000). Therefore, motivated students are likely to participate more in class discussions as they would have extensive knowledge on a wide range of topics. Hence, teachers must implement strategies that focus on motivation to support students to become “proficient, persistent, and passionate readers” (Gambrell, 2011, p. 177).

Consequently, this chapter explains the rationale for creating a reading website for teachers to incorporate into their reading lessons. The main aim of this website is to provide essential resources that can be employed to improve the reading motivation of ESL learners and ultimately improve their academic performance.

This project features a user-friendly reading website with a wide selection of high-quality, engaging reading materials from various genres. When ESL students have a wide variety of reading materials they enjoy, this creates an opportunity for them to

engage more in reading and ultimately become better readers over time. Exposing students to different types of literature also stimulates language acquisition, increases their exposure to the target language, and provides a motivating and enjoyable way of learning the language (Daskalovska & Dimova, 2012). It is also important to consider students' needs in the selection process. For this reason, students are provided with reading content that they will naturally enjoy. Additionally, the books on the website are categorized according to various difficulty levels. The reading materials, therefore, range from simple to difficult in relation to students' abilities. The aim is to have books that students can easily read, as well as those that will challenge them to improve their vocabulary, comprehension, and reading skills.

The materials on the website also cover a wide range of topics aligned to the interest levels of each student. Besides books, the website has authentic materials such as newspaper articles, magazines, and internet blogs. Therefore, teachers can use material from the site in their content-based subject areas as additional resources to drive class discussions. I believe that one of the keys to increasing reading motivation in ESL students is providing books they both desire and can manage to read. In addition, the reading material will include aspects of students' cultural heritages so that they can relate to and find meaning in each text they read. Students are usually compelled to read texts they can connect to their experiences. This is important for teachers who endorse culturally responsive teaching (CRT). Hence, understanding students' interests help teachers to provide them with quality learning opportunities. When students have the opportunity to explore areas they are interested in, they will be more likely to give their

full effort in each task. Creating an environment where students feel valued will increase their motivation and drive to learn.

The development of this project can have a tremendous impact on teachers and students. This website creates an environment that helps to stimulate students' extrinsic motivation to read. Motivating students to read can be challenging. Therefore, the website showcases several interactive games and quizzes to make the website more appealing to students. These activities are used to test student's comprehension levels. The website also has a pre-reading feature that allows students to review vocabulary. These features are crucial in order to assess the effects on students' level of comprehension and overall performance. The website is designed for students to use outside of the classroom. Hence, they can access it at home on their tablets, personal computers, and even smartphones. This can be done to promote independent reading among students. Parents and teachers can track students' progress and assign selected books whenever necessary. The integration of this website and its features are geared towards making teaching and learning more effective.

I am a firm believer in a collaborative, student-centered learning environment. Hence as an added feature, I have included a "buddy reading" section where teachers can assign a book or text, or students can select their reading material and read in pairs or groups. They will also be able to correspond with each other using the feature; they can ask questions, discuss information, and work on quizzes together. According to Ibrahim, et al., (2015), student motivation will be heightened due to collaborative learning. This happens when students feel in charge and empowered in their learning process. Using this

collaborative feature will increase student communication and ultimately create a community of learners where students feel supported and comfortable sharing knowledge. This also gives students a chance to learn about each other and grow together, making the learning process more exciting and meaningful as they collaborate to learn. What some students are missing in today's classroom are constant academic and social support groups, and this feature can fill that gap. A greater assessment of this feature provides an opportunity for students of various abilities to collaborate, creating a sense of accountability as they work towards achieving a common goal.

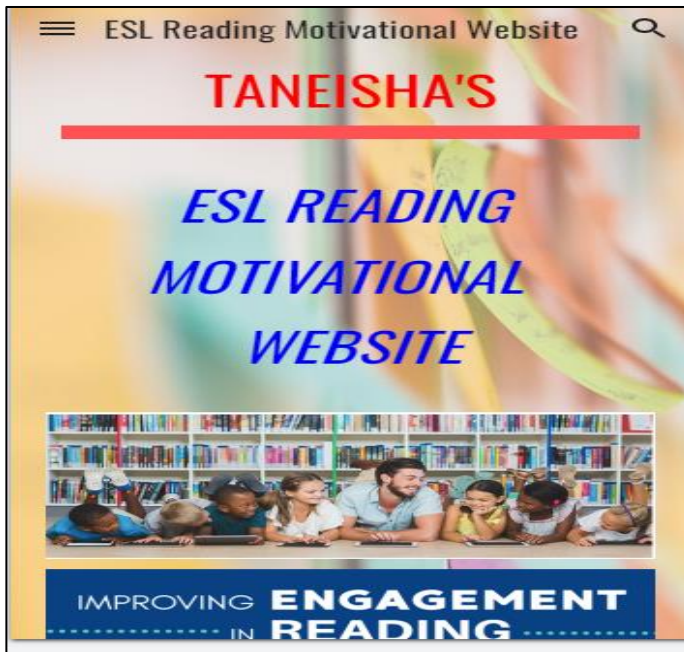
We live in a technological era where tech products excite and motivate students. Therefore, today's students have exposure to various digital devices and products. According to Short (2010), based on the influence of technology on the current generation, it is not surprising that electronic books and other forms of digital media have demonstrated a positive effect on motivating students to read. I have seen where reading plays a positive role in L2 learning. According to Wang and Guthrie (2004), students show an increase in vocabulary and significant improvement in reading comprehension when they frequently engage in reading. These gains will motivate students to develop a more positive attitude towards reading in their second language. Furthermore, creating an environment rich in reading resources where students are encouraged to read will enhance their intrinsic reading motivation. Additionally, when students develop a positive attitude towards reading, it leads to more independent reading which may improve their academic performance.

## **Chapter 4: The Project**

Many teachers are searching for ways to motivate ESL students to read more. The ultimate aim of this is to improve students' reading comprehension and overall academic performance. Finding the right resources to yield the results that teachers desire for their ESL students can be challenging. Consequently, this project features an ESL reading motivation website designed to support ESL teachers and students. The website comprises carefully selected educational sites and resources teachers and parents can utilize to improve students' engagement in reading. Compiling these essential ESL resources in a central location can give teachers, students, and parents easy access. It saves educators the time and effort invested in searching for relevant resources and materials to employ in the teaching and learning process. The resources on this ESL website include sites predominantly for teaching and learning activities, lesson plans, games and puzzles, content for other subject areas, and social media networks. Among these are those they currently utilize in the classroom and other innovative websites that students will find appealing.

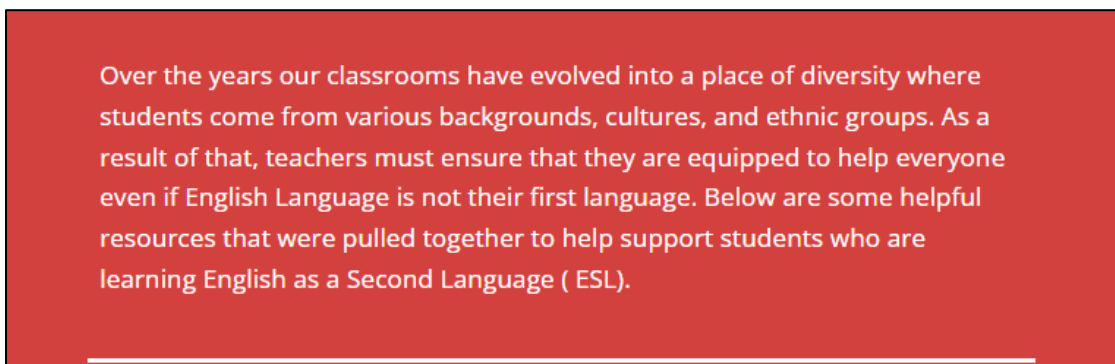
The name of the website is Taneisha's ESL Reading Motivational Website (Figure 4.1) and the webpage is

<https://sites.google.com/dpsnc.net/eslreadingmotivationalwebsite/home/home>



**Figure 4.1: Home Page**

Scrolling down on the website, users will find a brief introductory statement (Figure 4.2) which gives the rationale for the first segment of the website, which features several resources to support ESL learning.



**Figure 4.2: Introductory Statement 1**



The main resources on the website (Figure 4.3) are categorized under three headings. The categories are E-books, Quizzes, and Choice Board. The resources featured within each category consist of several teaching and learning sites (Figures 4.4-4.6). These are popular websites and some new additions that teachers can explore. Some of these websites allow teachers and parents to assign tasks to students and track their progress as they work.

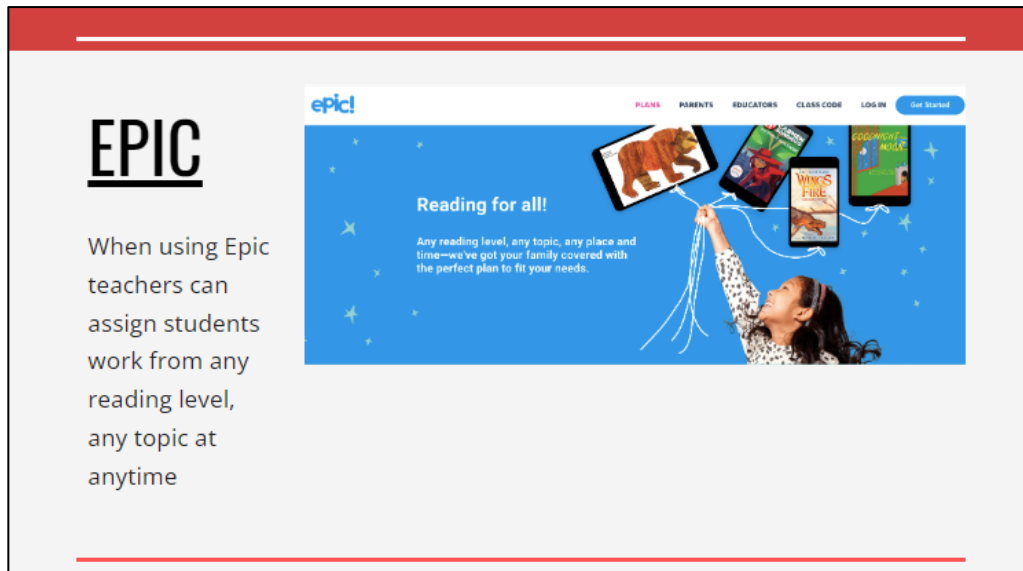


**Figure 4.3: Resource Categories**

Below are examples of the teaching and learning websites (Figures 4.4-4.6). Although these are popular websites, frequently used in the classroom, they were featured in brief on the home page so that new users can have an understanding of the purpose of each.

## Epic

Epic is a website with the primary purpose of helping children to develop a love of reading and learning. It provides instant access to millions of families and classrooms and unlimited access to thousands of books, videos, and quizzes from leading publishers to help children read, learn, and grow. It promotes collaborative learning and boasts a great reward system to keep students motivated throughout the learning process.

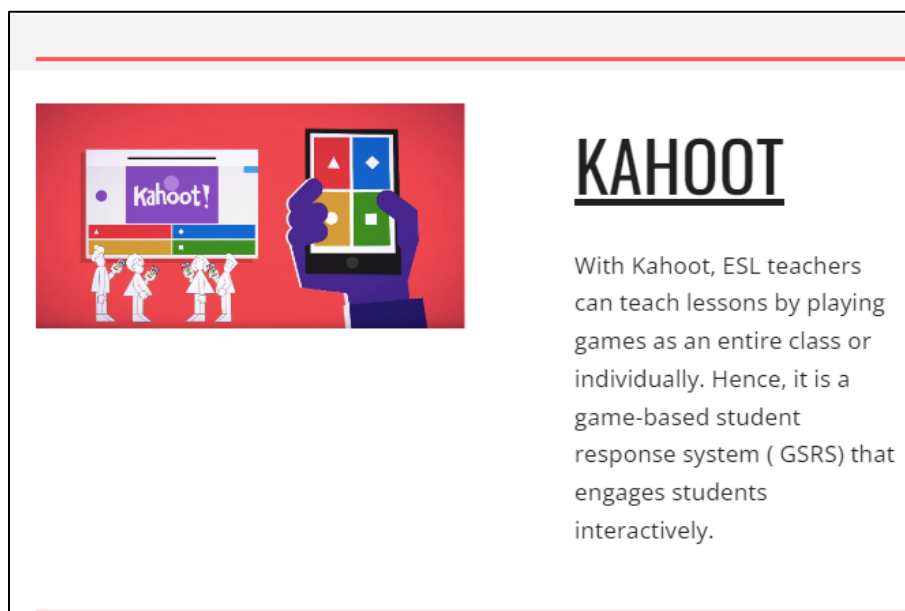


**Figure 4.4: Learning Website (Epic)**

## Kahoot

Kahoot is a global learning platform that seeks to empower students to unlock their full learning potential. It is a learning platform that allows individuals to create, share, and host learning sessions that drive compelling engagement. It caters to learners of all ages and empowers them to learn to read through play. Kahoot can also be

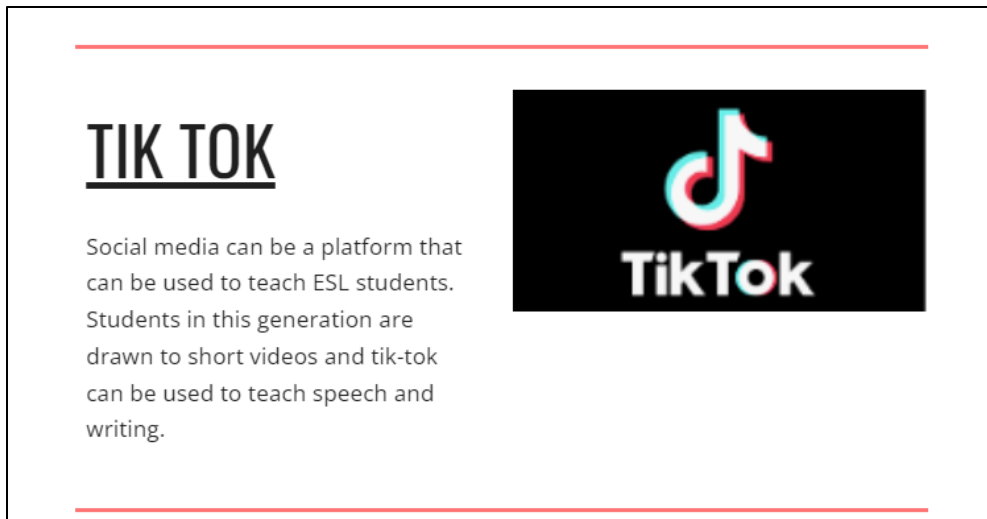
described as a student-response tool for designing and administering quizzes, facilitating discussions, and collecting survey data. Information from surveys can stimulate quick instructional decisions as well as whole-class discussion.



**Figure 4.5: Learning Website (Kahoot)**

## **TikTok**

TikTok is a social media website that features the creation of various short videos from genres such as pranks, stunts, tricks, jokes, dance, and entertainment. These provide an avenue for students to gain valuable exposure to authentic language experience from native speakers of English. Teachers can also consider using this website to develop other language skills such as listening and writing. This is a great way to promote learning and enthuse students about the variations in English language usage.



**Figure 4.6: Social Media Website (TikTok)**

The next section of the website features a variety of activities (Figure 4.8) that ESL students can complete individually, in pairs or groups. The activity section is divided into three, Interactive Games, Pair Activities and Teacher Assignments. Each aspect consists of games and activities to help ESL students progress in their language learning. There is also a brief introduction (Figure 4.7) to this section so that users know what to expect and how to navigate this section.

Located below are activities that students can do individually, as pairs, or as groups. As students progress, they will be assigned work based on their academic prowess and their level of English Language Mastery. Students will be encouraged to work in groups/ pairs first and then work individually to increase their confidence and motivation.

**Figure 4.7: Introductory Statement 2**



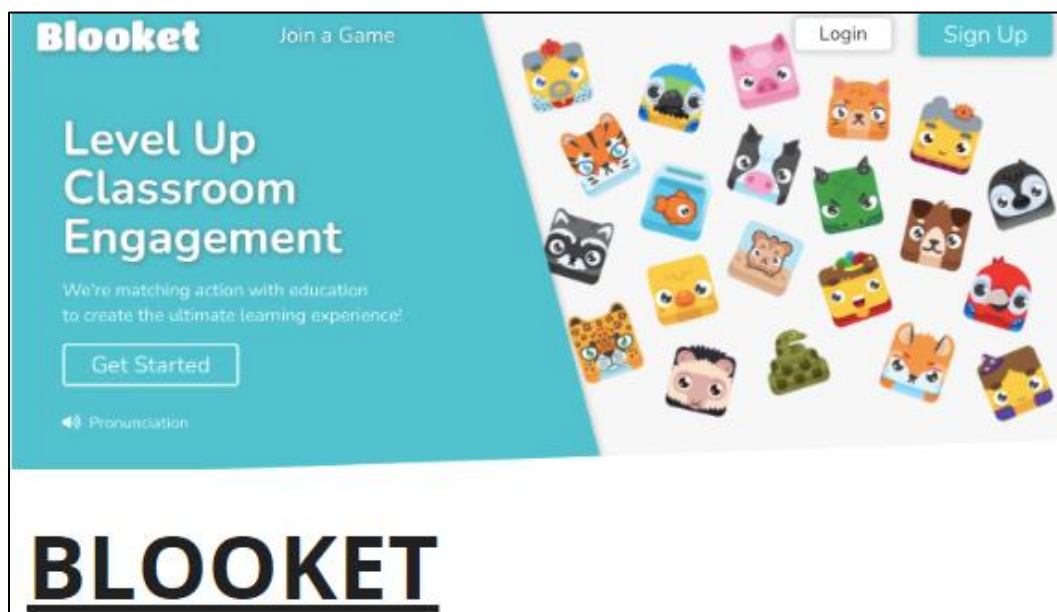
**Figure 4.8: ESL Activities**

Some of the websites in this activity section are featured below. This is just to give new users an idea of what this section contained. These include Blooket (Figure 4.9),

Quizlet (Figure 4.10) and Google classroom (Figure 4.11). These are also popular educational websites that teachers utilize in the classroom.

### **Blooket**

Blooket provides a new and exciting way for students to review content. It is essentially a new take on trivia and review games. It offers a variety of games to keep students engaged and excited. Students also earn rewards for answering questions, this help them overcome challenges and drive them to perform well while reviewing. It creates a memorable experience for students to learn classroom content in a way that take pressure off students.



**Figure 4.9: Blooket**

## Quizlet

Quizlet is a tool that teachers can use to create quizzes for in-person and remote learning. It makes learning fun and interactive. Quizlet offers a wide range of subjects and question styles, from visual study materials to fill-in-the-blank games. Teachers can create flashcards to be used as teaching aids or to help students study. Most importantly, it offers support for ELLs and students with learning differences. It also provides audio in 18 different languages. In addition, Quizlet contains a feature called Quizlet Live that supports collaborative learning through random grouping to complete activities. Results are instantly sent to teachers to assess the students' performance and ascertain whether they have grasped the material.

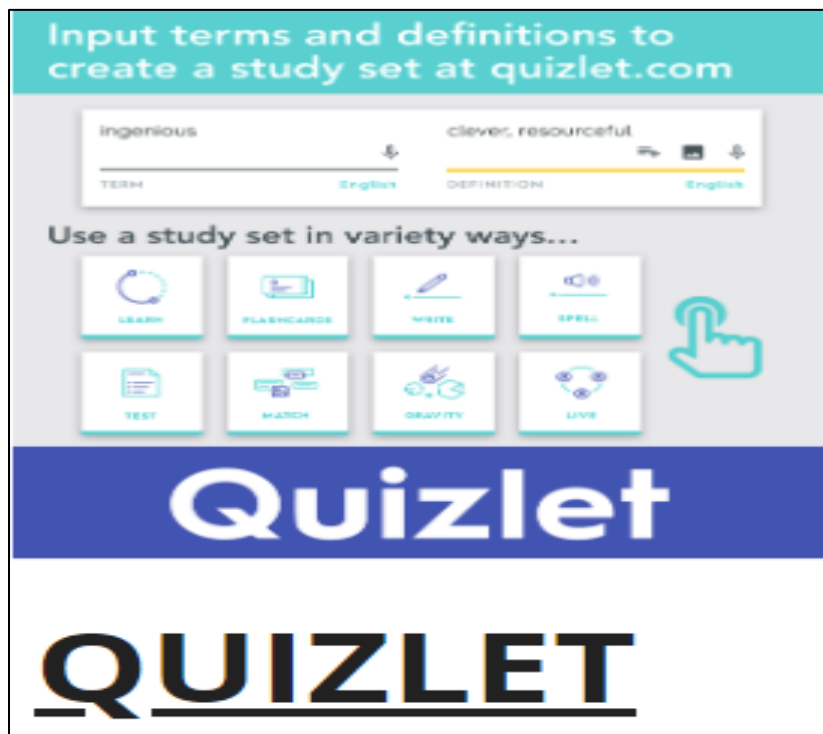
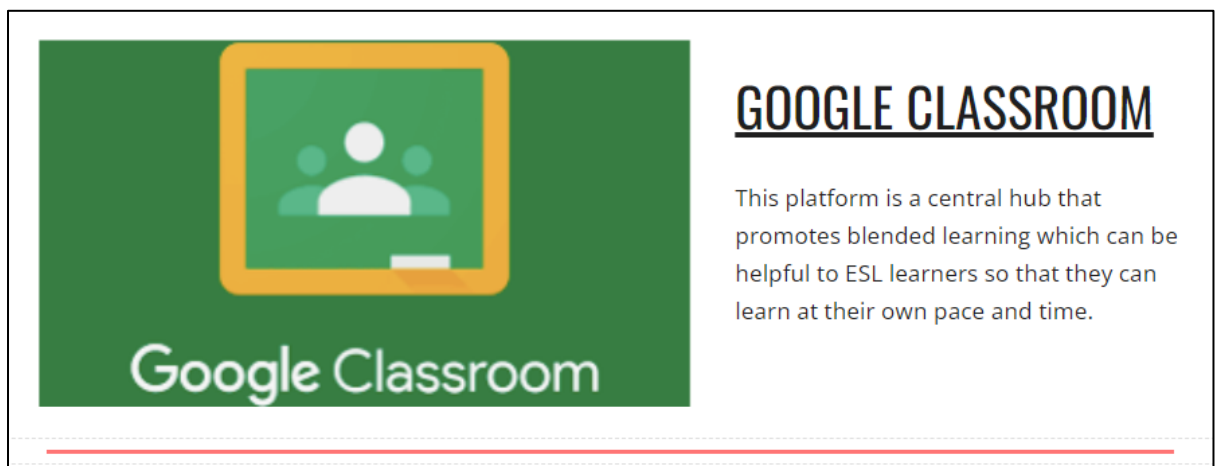


Figure 4.10: Quizlet

## Google Classroom

Google Classroom is a suite of online tools that allows teachers to manage workflow and communicate with students. Google Classroom supports blended learning, a concept currently endorsed by schools worldwide. Consequently, it facilitates digital classroom learning, allowing the teacher and students to share information and assignments more efficiently. This makes it easy for learners and instructors to connect inside and outside schools. Google classroom is constantly being updated with new features and resources to make it better for teachers to use. This can help to make teaching better, simpler, and more flexible. Teachers are currently using Google Classroom in their school to streamline assignments, boost collaboration, and foster communication.



**Figure 4.11: Google Classroom**



The final sections on the website are entitled Explore Additional Resources, Other Helpful Platforms/Tools, and Helpful Videos, respectively. These sections consist of other educational websites with exciting and helpful features that can help to boost the classroom experiences for both teachers and students. The activities and materials presented cater to students of all ages and learning levels. From this list, teachers can find resources that focus on early literacy development, lesson planning, vocabulary development, differentiated instruction, ESL teaching strategies, comprehension skills, project-based learning, online lessons, videos, quiz, and a host of other areas essential to ESL learning. Below are excerpts from some of the websites in this section:



**Figure 4.12: Reading Bear**

### Family Engagement Soars

**Intuitive communication tools build home-to-school connections.**  
Built-in translation in 100+ languages empowers all families to participate in student growth.



**Figure 4.13: Seesaw 1**

### The Best Interactive Learning Platform for PreK–5



### Students Fully Express Their Learning

**Multimodal tools open a clear window into students' minds.**  
Drawing, video, voice recording, and more grow as students grow – from pre-kindergarten through elementary grades and beyond.

**Figure 4.14: Seesaw 2**



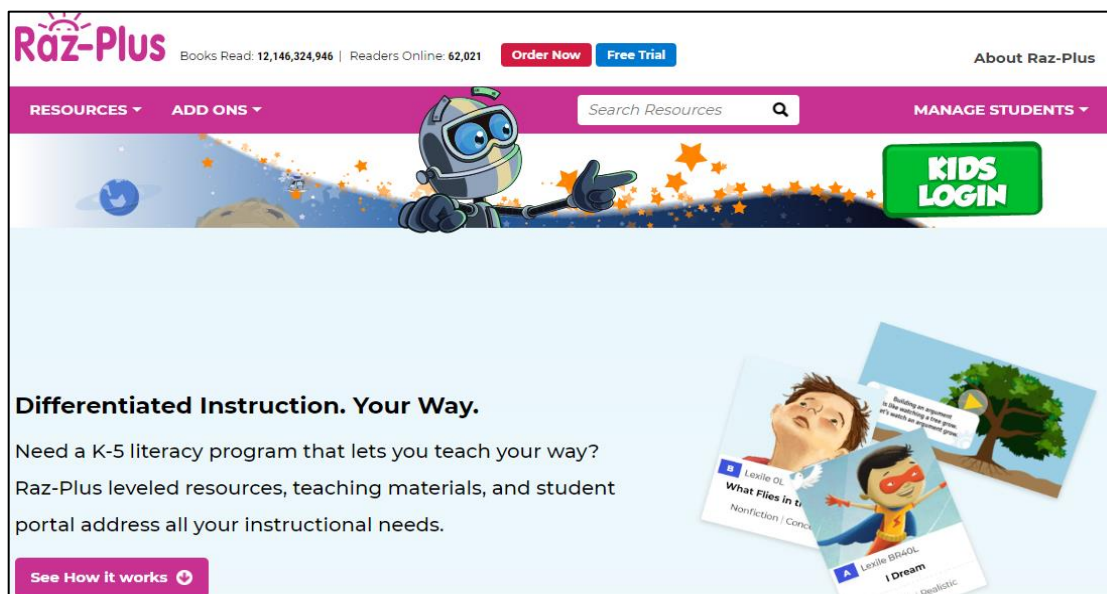


Figure 4.17: Raz-Plus 1

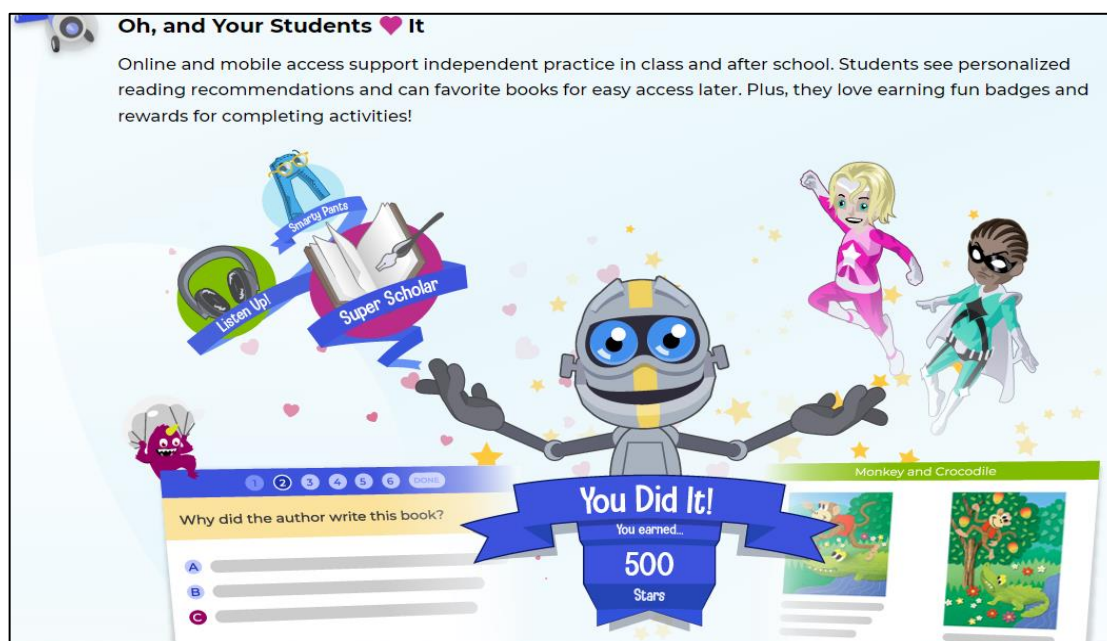
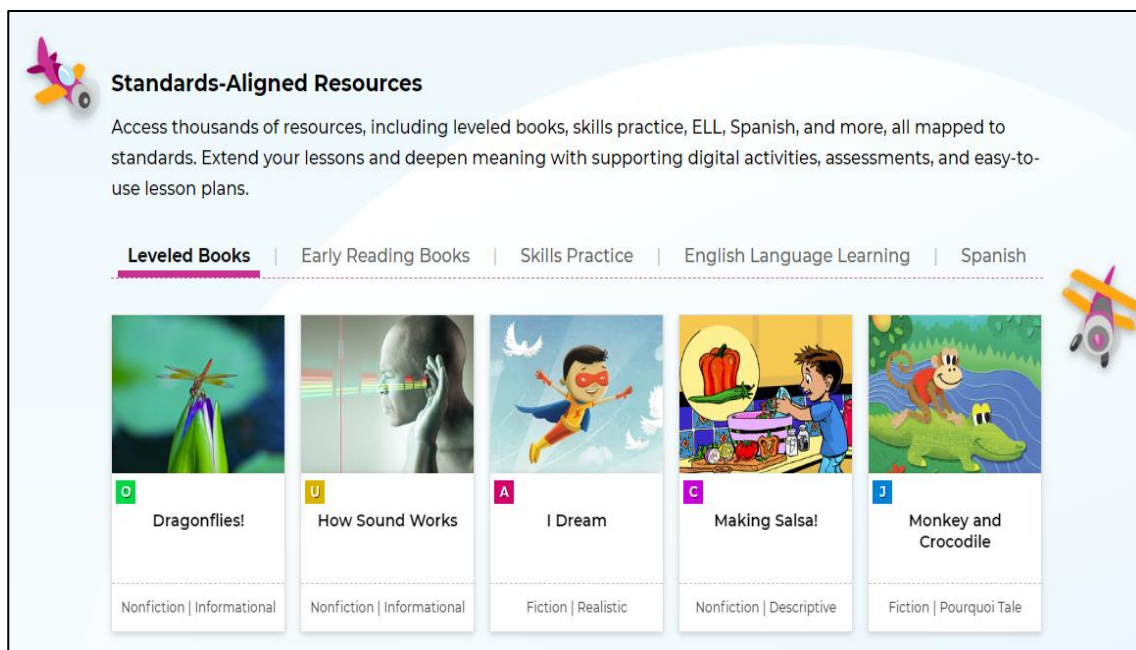


Figure 4.18: Raz-Plus 2



**Standards-Aligned Resources**

Access thousands of resources, including leveled books, skills practice, ELL, Spanish, and more, all mapped to standards. Extend your lessons and deepen meaning with supporting digital activities, assessments, and easy-to-use lesson plans.

[Leveled Books](#) | 
 [Early Reading Books](#) | 
 [Skills Practice](#) | 
 [English Language Learning](#) | 
 [Spanish](#)






 <p><b>O</b></p> <p>Dragonflies!</p> <p>Nonfiction   Informational</p>	 <p><b>U</b></p> <p>How Sound Works</p> <p>Nonfiction   Informational</p>	 <p><b>A</b></p> <p>I Dream</p> <p>Fiction   Realistic</p>	 <p><b>C</b></p> <p>Making Salsa!</p> <p>Nonfiction   Descriptive</p>	 <p><b>J</b></p> <p>Monkey and Crocodile</p> <p>Fiction   Pourquoi Tale</p>
---	--	---	---	--

Figure 4.19: Raz-Plus 3



**Learning Chocolate** a Vocabulary Learning Platform

[Category](#) Click here to choose... 
  
 Use English(US) 
 Learn English(US)

**Recently Added** [See all ...](#)

 <p><a href="#">School Actions</a></p> <p>new</p>	 <p><a href="#">School Subjects</a></p> <p>new</p>	 <p><a href="#">Some Animals</a></p> <p>new</p>	 <p><a href="#">Clothes</a></p> <p>new</p>	 <p><a href="#">Wild Animals</a></p> <p>new</p>	 <p><a href="#">My Pets</a></p> <p>new</p>	 <p><a href="#">Clothes</a></p> <p>new</p>	 <p><a href="#">Clothes</a></p> <p>new</p>
 <p><a href="#">Four Seasons</a></p> <p>new</p>	 <p><a href="#">Emotions and Feelings</a></p> <p>new</p>	 <p><a href="#">Fun Farm Animals</a></p> <p>new</p>	 <p><a href="#">Parts of a Bird (Simple)</a></p> <p>new</p>	 <p><a href="#">5 Basic Shapes</a></p> <p>new</p>	 <p><a href="#">Main School Subjects</a></p> <p>new</p>	 <p><a href="#">Long Vowel "i"</a></p> <p>new</p>	 <p><a href="#">Prepositions</a></p> <p>new</p>

**Adapted Mind**
[1st Grade](#)
[2nd Grade](#)
[3rd Grade](#)
[4th Grade](#)
[5th Grade](#)
[6th Grade](#)
[7th Grade](#)
[8th Grade](#)

Figure 4.20: Learning Chocolate 1





Figure 4.21: Learning Chocolate 2

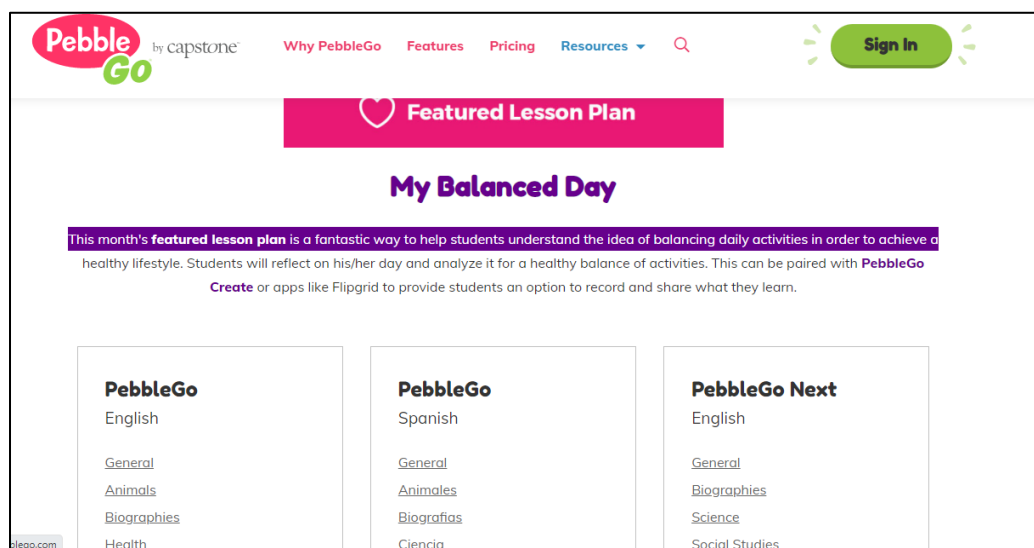


Figure 4.22: Pebble Go

### **Sample Lesson Plans**

The lesson plans featured on the various websites cater to students of different age groups and learning abilities, ranging from beginner to advanced levels. Instructional materials such as PowerPoint presentations, videos, students' worksheets, and teaching notes are also available to enhance the teaching and learning process. The lesson plans are very detailed, focusing on core literacy skills, guided and independent practices and multiple opportunities to engage in authentic assessment. Please see below sample lesson plans from three selected websites.

TEFL.net	Parts of the Body Teaching Notes	EnglishClub.com
Lesson Function 1:	Introduce and practise topic-related expressions and idioms.	
Lesson Function 2:	Create opportunities to practise fluency.	
Level:	Intermediate to Advanced.	
Time:	60 – 90 minutes	
Preparation:	Photocopy 1 worksheet per student.	
To start:	Before giving students the worksheet, elicit names of parts of the body from them or put them in pairs to brainstorm them together.	
> A	Students work alone or in pairs. Monitor. Stop the activity. Elicit feedback. Check pronunciation. Answers: 1. neck 2. wrist 3. ankle 4. knee 5. elbow 6. eyes 7. shoulder 8. hips 9. thigh 10. head 11. toes 12. nose 13. thumb	
> B	Students can work alone or in pairs for this. Monitor. Stop the activity. Elicit feedback. Answers: 1. elbow (or shoulder) 2. nosing 3. shouldering 4. heading 5. eyed 6. thumbed 7. toe	
> C.	Students work in pairs or small groups. Monitor. Stop the activity. Elicit feedback. Confirm pronunciation.	
> D.	Students work in pairs. Monitor and encourage students to guess the answers. Stop the activity. Elicit feedback. Answers: 1. see eye to eye 2. looks down their nose 3. a chip on their shoulder 4. breathe down your neck 5. all fingers and thumbs 6. fell/were head over heels in love 7. trod on someone's toes 8. gave someone the elbow	
> E.	Students work in pairs or small groups. Monitor and encourage students to extend the discussion by asking follow-up questions. Stop the activity. Elicit feedback.	
> F.	Students work in pairs. Monitor. Encourage students to speculate with modals for deduction (...might be/could be, must be, can't be) and comparatives and superlatives (the most/least popular..., more/less popular than...) Stop the activity. Elicit feedback. Answers: Men's Top Four: 1. Liposuction 2. Eyelid surgery 3. Rhinoplasty (nose job) 4. Breast reduction Women's Top Four: 1. Liposuction 2. Breast enlargement 3. Eyelid surgery 4. Tummy tuck. The word you don't need is Facelift (which came a very close fifth for women after tummy tuck).	
> G.	Students work in pairs or small groups. The first two questions could be done as an open class discussion. Monitor. Stop the activity. Elicit feedback.	
To finish:	Brainstorming: Tell students to turn the worksheet over. Give them one minute to write down all the topic-related idioms and phrases they remember from this lesson. Then get the students to check with a partner. Who remembered the most idioms? Quick open class discussion: Which ones are the easiest/most difficult to remember? Why? Are there any similar expressions in the students' mother tongue?	

Figure 4.23: Sample Lesson Plan 1 (TEFL.NET)



> A. Match the following words with the definitions (1 – 13) below.

ankle head elbow hips knee neck thigh thumb shoulder wrist toes eyes nose

- |   |  |
|---|--|
| 1. This connects your head to your body.                                      | 7. Your arm meets your body here.                        |
| 2. This is between your hand and your arm.                                    | 8. This is where your legs meet your body.               |
| 3. This is between your foot and your leg.                                    | 9. This is the upper part of your leg.                   |
| 4. This is where the lower part of your leg meets the upper part of your leg. | 10. This is on top of your neck!                         |
| 5. This is where the lower part of your arm meets the upper part of your arm. | 11. You have five of these at the end of each foot.      |
| 6. You see with these.  | 12. You use this to smell.                               |
|   | 13. You have four fingers and one of these on each hand. |

> B. Use seven different parts of the body from > A as verbs in the correct form to fill the gaps below.

- Do you ..... your way through queues and crowds or do you wait patiently at the back?
- Do you know anybody who enjoys ..... around, taking a very close interest in other people's lives?
- Do you enjoy ..... a lot of responsibility at work or do you prefer to let others make the decisions?
- Where are you ..... after the lesson? Are you going home?
- When was the last time somebody ..... you up? Did you start flirting back?
- Have you ever ..... a lift? In what situations might you consider travelling in a stranger's car?
- When you were a teenager did you ..... the line or did you break the rules?

> C. Ask your partner the questions in > B.

> D. Use the following idioms in the correct form to fill the gaps in the sentences below.

breathe down someone's neck a chip on one's shoulder give someone the elbow see eye to eye  
fall/be head over heels in love all fingers and thumbs look down one's nose tread on someone's toes

- Do you ..... with all your colleagues? Do you agree with them about most things?
- Do you know anyone who ..... at you? Why do they consider themselves to be superior?
- Do you know anyone who has .....? What does s/he resent so much?
- Does your teacher (boss, etc) ..... all the time? Does s/he supervise you too closely?
- In which situations are you .....? Why are you clumsy in such situations?
- When was the last time you .....? Where did it happen? Was it love at first sight?
- When was the last time you .....? What did you say to offend them?
- When was the last time you .....? How did you end the relationship?

> E. Ask your partner the questions in > D.

> F. Put the cosmetic surgeries below into the correct column. There is one you don't need to use.


Surgical Cosmetic Procedures	Men's Top Four	Women's Top Four
tummy tuck facelift	1. ....	1. ....
breast reduction	2. ....	2. ....
breast enlargement	3. ....	3. ....
eyelid surgery liposuction (x2)	4. ....	4. ....
rhinoplasty (nose job)		

> G. Discuss the questions below with your partner.

- How many of the answers in > F surprised you? Why?
- Would you consider having cosmetic surgery? Why/not?
- If you had to have one of the cosmetic procedures in > F, which would you choose?
- Should teenagers be permitted to have cosmetic surgery if they are unhappy with their bodies?
- How much care do you take of your body? How could you take more care of it?
- How important is it to stay in shape in your culture? Do you think it should be more or less important?
- How important is appearance in your culture? Do you think it should be more or less important? Why?
- What is the difference between self-respect and vanity?
- What is your opinion of body piercing or tattoos?
- How have attitudes to people's bodies (both men's and women's) changed over the last 50 years or so?

Lesson/Activity Title:

**ALL ABOUT BEARS:  
FICTION VERSUS NONFICTION T-CHART**




---

**Time:** 1-2 class periods

**Instructional Goals:**

- The student will learn the difference between fiction and nonfiction.
- The student will compare the qualities and habits of real bears with a fictional bear possessing anthropomorphic qualities.
- The student will use the PebbleGo Animals online database to research grizzly bears for comparison purposes.
- The student will be introduced to the vocabulary words *similarities* and *differences*.

**Materials/Resources:**

- PebbleGo Animals online database
- Fiction picture book with a bear as the main character. The bear should possess such anthropomorphic qualities as wearing clothes, talking, and living in a house.

**Directions:**

**Focus**

1. Read aloud the fictional bear picture book.
2. Ask students to describe the main character.
3. Ask students if this story is real or made up. Explain to students that real/informational stories are called nonfiction, and made-up stories from an author's imagination are called fiction. Explain that the book you read was a fiction book.

**Teach/Model**

4. Project the PebbleGo Animals database for the class. Navigate to the article on grizzly bears, either by following the subject directory (Mammals> Bears> Grizzly Bears) or by typing "grizzly bears" or "bears" into the search box.
5. Go through the article with students, pointing out the tabs you click on to move through the information. Show the students the video from the Media section below the article.
6. Allow the students to hear the bear growl several times.
7. Show students the range map and explain that grizzly bears live outside in the forests and meadows of Canada and Alaska.
8. Ask students to describe real bears in their own words.
9. Ask students if they think what you have just read is fiction or nonfiction. Explain that the information in PebbleGo is true, factual information, so it is nonfiction.

www.pebblego.com

© Capstone. All rights reserved.

**Figure 4.24: Sample Lesson Plan 2 (Pebble Go)**

## Guided Practice



10. Tell students they will complete a t-chart comparing real bears with the fictional bear from the story.
11. Show students the t-chart. Explain that one side is for words or pictures that describe nonfiction (real) bears, and the other side is for words or pictures that describe fiction (made-up) bears.
12. Ask students for something you could write on the fiction side. Next ask for something to write on the nonfiction side. Model filling in those ideas on the appropriate parts of the t-chart.

## Independent Practice

13. Either individually, in pairs, or as a class, have students complete the t-chart comparing fiction and nonfiction bears.
14. Monitor student work for comprehension. Example answers below. (Answers may also be pictures or drawings, instead of written text.)

Fiction Bears	Nonfiction Bears
Talk	Growl
Wear clothes	Do not wear clothes
Live in a house	Live in a forest
Brown fur	Brown fur
Four paws	Four paws


## Closure

15. Have students share answers from their t-charts.
16. Highlight any qualities the fiction and nonfiction bears shared, such as their fur, coloring, number of paws or ears, etc. Explain that those are *similarities* between nonfiction (real) bears and fiction (made-up) bears. The qualities that are different are called *differences*.

## Extend/Enrich

- Have students independently complete this process using a different animal, such as a ladybug or a frog. Use PebbleGo's Share What You Know page (linked in each animal's database article) for the chosen animal, and have the students complete the nonfiction research portion independently.

# All About Bears



Name \_\_\_\_\_


## Fiction versus Nonfiction T-chart

fiction bears	nonfiction bears
1. <div></div>	1. <div></div>
2. <div></div>	2. <div></div>
3. <div></div>	3. <div></div>


Figure 4.25: Worksheet (Pebble Go)



# Tourism



**Unit 2: Lesson 1B**



**Pre-Intermediate (A2-B1)**




## Objectives





In this lesson you are going to write a leaflet for tourists visiting your region or city.

After completing this lesson you should be able to:

- ▶ Design and create a leaflet about a tourist destination.
- ▶ Explore one very common language pattern.
- ▶ Compare your leaflet with a model leaflet.



**ESL TeenStuff**

Pre-Intermediate (A2-B1) Unit 2: Lesson 1B

© Copyright ESLTeenStuff.com. All rights reserved.

**Figure 4.26: Sample Lesson Plan 3 (ESL TeenStuff)**

# Tourism

## Design a leaflet for tourists



### Task.

Read this announcement from a local newspaper.

### DESIGN IT RIGHT - COMPETITION

We are the number ONE advertising agency for all of your local needs and we are looking for the next generation of marketing professionals. Are you young and creative? Are you passionate about your local area? Do you fit the bill?

If the answer is 'yes' to these questions, design a TOURIST LEAFLET and win yourself a trip to a destination of your choice in our region for a day for four people.

Send your entries to this email address as an attachment;

[competition@designitright](mailto:competition@designitright)



You have decided to enter the competition.

*Work in small groups.*  
Talk about these things.

- The type of people who might visit your choice of place
- The destinations you should include in your leaflet
- Why tourists should go to these places
- Adjectives you could use to make your text interesting
- The use of a title-pictures-bullet points



Look at this leaflet.



### Discover the city of the explorers

One of Europe's most picturesque and attractive capital cities, Lisbon is built on a series of hills with captivating views from every angle. Don't miss the many world heritage monuments and wander the ancient streets of the old quarters of Alfama and Bairro Alto. Lisbon is officially Europe's best value capital. The weather is mild even in winter and the surroundings offer the chance to relax on sandy beaches, visit fairy-tale castles and appreciate the stunning countryside. Don't miss out!

### Visit romantic Lisbon



How could you improve this leaflet?

Think about the ideas you discussed earlier.



Create your leaflet.  
Display your leaflet.  
Read and evaluate the other leaflets.



# Tourism

## How did you do?

# B

# A

### Task feedback.

Assess your classmates' leaflets.

Give each one a mark out of ten for each of these categories. The leaflet;

	SCORE
Would persuade me to visit if I was a tourist.	<input type="checkbox"/>
Was easy to read and informative.	<input type="checkbox"/>
Was well-organized.	<input type="checkbox"/>
Was visually attractive.	<input type="checkbox"/>
Used noun phrases with adjectives accurately.	<input type="checkbox"/>

### FEEDBACK

1. Suggest improvements based on your scores.
2. Suggest some corrections on the language used in the leaflets.
3. Vote on which entry would have the best chance of winning the competition.



# B

Read this model leaflet.



Goa is one of the high points of any visit to India. Located on the subcontinent's western coast the tiny island of Goa itself is a truly enchanting location for young and old alike. With its exotic landscapes, golden beaches, rolling hills, amazing sea food and its calm atmosphere, a visit to Goa is first choice for both Indian and foreign tourists. Refreshing for the body as well as the soul. Here are some of the high points:

- Goa's world-famous beaches cover about 128 kilometers of coastline with a full range of accommodation from luxury hotels to budget price beach huts available.
- Getting there is easy and affordable. Goa has a first-class international airport.
- There's no lack of cultural destinations to enjoy including the Bom Jesus Basilica, Fort Aguada and the wax museum with exhibits showing Indian culture and, of course, the fascinating Heritage Museum.
- Shopping in Goa is a real pleasure—from its centuries old traditional handicraft markets to its high-end stores.

*Don't miss out on the vacation destination of a lifetime.*

# Tourism

## Language patterns

### A

**Task follow-on.**

Read the below information.

### ABOUT LANGUAGE

#### Key Patterns

- There are a small number of patterns you can easily learn which will help you increase your vocabulary a lot.
- Here are some useful patterns to look out for:

*adjective + noun - a tiny island*

*verb + noun - visit India*

*verb + adverb - arrive safely*

*noun + noun - summer clothes*

### B

Look at these examples of one key pattern.

a picturesque city (adj + n.)  
an attractive capital (adj. + n. )



Work with a partner.  
Make a note of examples.

adj. + n.  
a coastal city  
good weather  
a historic town

Can you remember any other examples from earlier in the lesson?

### C

Combine words from each column to form phrases.

attractive  
captivating  
ancient  
old  
best-value  
sandy  
fairy-tale  
stunning

view  
castles  
city  
countryside  
streets  
capital  
quarter  
beaches

### D

Compare your ideas with this text.

#### Discover the city of the explorers

One of Europe's most picturesque and **attractive** capital **cities**, Lisbon is built on a series of hills with **captivating views** from every angle. Don't miss the many world heritage monuments and wander the **ancient streets** of the **old quarters** of Alfama and Bairro Alto. Lisbon is officially Europe's **best-value capital**. The weather is mild even in winter and the surroundings offer the chance to relax on **sandy beaches**, visit **fairy-tale castles** and appreciate the **stunning countryside**. Don't miss out!

*Visit romantic Lisbon*



# Tourism

## Summing up

### Today you...

- read a text about a city and then produced a leaflet written to persuade tourists to visit your region or city.
- read a text about a tourist destination in India and analyzed a text from earlier in the lesson to help you notice examples of the pattern adj. + n.

### Homework Idea

Look at your leaflets again.

- Note down any adjective + noun combinations you find.
- Bring these to the next class.

Look at the text about Goa. Use a highlighter pen, find more examples and mark these.

Start a section of your folder or notebook for vocabulary on the topics 'places' and 'travel'.



## **Chapter 5: Conclusion**

One of the most critical aspects of teaching and learning is having the right resources to meet the learning needs of each student. Learning a new language has many challenges; students are sometimes demotivated to learn. Moreover, many content area teachers have not received the requisite training to deal with some of the issues that may arise in the classroom. With the annual increase in the population of ESL students in the USA, educators need to equip themselves not only with the relevant knowledge and skillset required to cater to these students but also with the right resources. This is necessary to deal effectively with the unique challenges that may arise in the classroom. Having access to a variety of learning materials can enhance learners' engagement, increase motivation and improve academic achievement by supporting learning.

The reading motivation website I created was born out of passion and genuine care for my students and colleagues. It was observed that some students lacked the motivation to read, and this has, in many ways, impacted their academic performance negatively. Due to this challenge, teachers were eager to find ways to enhance learning and motivate students to read more, as there are many benefits to be derived from this. That said, the website provides a wide range of carefully selected resources to support teachers and provide students with the motivation to excel in their language learning. The resources include many educational websites and social media networks. The websites give students access to a wide variety of books, games, videos, worksheets, quizzes, and rewards. Teachers are provided with lesson plans, teaching aids, resource books, multiple

modes of assessment, and the ability to assign tasks and track students' progress. Parents are not exempted; the websites provide access in multiple languages; hence, they can interact with teachers, assign tasks, and track their children's progress.

Creating this website was a tedious and challenging process; however, I was motivated to complete the project as I knew how beneficial it could be for students, teachers, and parents. The website aims to provide a variety of learning resources to make learning fun and engaging to motivate students to develop a love for learning. Consequently, I wanted the website to cater to students' learning styles, provide opportunities to explore, collaborate and promote independent learning. It was also important for students to be exposed to authentic learning experiences, receive constructive feedback, and encourage parental involvement. Creating this website with these criteria in mind has shown me how important our job is as educators. The consideration we put into our planning sessions to reach each student is commendable. Teaching is rewarding and fulfilling, yet it comes with numerous challenges. Therefore, teachers should be provided with all the resources needed to perform their duties effectively and alleviate unnecessary issues. Pursuing this thesis and creating this project has exposed me to a wealth of knowledge and resources that I am excited to share with my colleagues. This project provides teachers with all the crucial resources in one place, and it is hoped that they will find it empowering and valuable. Hence, I would love to see content-based, and ESL teachers take advantage of the resources provided on this website. I look forward to teachers integrating various aspects of their teaching and learning process and encouraging other colleagues to join. As time progresses, the

website will be updated with additional resources so that teachers can keep abreast of all the new developments related to ESL teaching. Additionally, I will be including resources specifically for students with special needs. This area has not been thoroughly explored, and I want to try as best as possible to provide resources to reach all students. Overall, I hope that school administrators and teachers will use this website as a staple in their classrooms to motivate their ESL students to read more and improve their academic performance.

## References

- Ahmadi, R. A., Ismail, H. N., & Abdullah, M. K. (2013). The relationship between students' reading motivation and reading comprehension. *Journal of Education and Practice*, 4(18), 8-17. <https://files.eric.ed.gov/fulltext/EJ1095593.pdf>
- Alhamdu, A. (2015). Interest and reading motivation. *Psikis-Jurnal Psikologi Islami*, 1(1), 1-10. <https://doi.org/https://doi.org/10.19109/psikis.v1i1.552>
- Almadany, R. (2010). *Motivation towards reading in English among high school* [Master's thesis, King Saudi University].  
[https://www.academia.edu/38331872/Motivation\\_towards\\_reading\\_in\\_English?email\\_work\\_card=view-paper](https://www.academia.edu/38331872/Motivation_towards_reading_in_English?email_work_card=view-paper)
- Alvarado, E., Adriatico, C. (2019). Reading motivation vis-s-vis academic performance. *Open Journal of Social Sciences*, 7, 92-106.  
<https://doi.org/10.4236/jss.2019.76007>.
- Arteaga, J. (2006). A Framework to understanding motivation in the TESOL field. *PROFILE* 7, 147-159.
- Astuti, S.P. (2013). Teachers' and students' perception of motivational teaching strategies in an Indonesian high school context. *TEFLIN Journal*, 24(1), 14-31.  
<https://doi.org/10.15639/TEFLINJOURNAL.V24I1/14-31>.
- Azar, A. S., Tanggaraju, D. (2020). Motivation in second language acquisition among learners in Malaysia. *Studies in English Language and Education*, 7(2), 323-333.
- Achmad, D., Yusuf, Y. Q. (2016). Exploring the motivational factors for learning

- English in Aceh. *Dirasat, Human and Social Sciences*, 43, 2223-2234.
- Baumeister, R. F. (2016). Toward a general theory of motivation: Problems, challenges, opportunities, and the big picture. *Motivation and Emotion*, 40, 1–10.
- Becker, M., McElvany, N., Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773-785.
- Bright, R., Loman, M. (2020). Do books make a difference? The effects of a book-buying grant and teacher professional learning on intrinsic motivation for reading in a middle school. *Language and Literacy*, 22(2), 18-42.
- Brozo, W. G., Flynt, E. S. (2008). Motivating students to read in the content classroom: Six evidence-based principles. *Reading Teacher*, 62(2), 172-174.
- Cambria, J., Guthrie, J. T. (2010). *Motivating and engaging students in reading*. The NERA
- Capen, R. (2010). The role of the teacher and classroom environment in reading motivation. *Illinois Reading Council Journal*, 38(4), 20-25.
- Cartwright, K. B., Marshall, T. R., & Wray, E. (2016). A longitudinal study of the role of reading motivation in primary students' reading comprehension: Implications for a less simple view of reading. *Reading Psychology*, 37(1), 55–91.
- <https://doi.org/10.1080/02702711.2014.991481>
- Chinappi, G. M. (2015). *How to increase reading motivation among elementary children*

- based on teachers' perspectives and teaching methods* [Master's thesis, State University of New York]. Retrieved from <https://core.ac.uk/download/pdf/233573846.pdf>
- Conradi, K., Jang, B. G., McKenna, M. C. (2014). Motivation terminology in reading research: a conceptual review. *Educational Psychology Review*, 26(1), 127–164. <https://doi.org/10.1007/s10648-013-9245-z>
- Cutter, M. (2015). *Using technology with English language learners in the classroom* [Master's thesis, St. John Fisher College]. Retrieved from [https://fisherpub.sjfc.edu/education\\_ETD\\_masters](https://fisherpub.sjfc.edu/education_ETD_masters)
- Dakhi, S., Damanik, I. S. (2018). Students' motivation in reading english text: A qualitative study in EFL context. *Journal of English Teaching*, 4(2), 81-93.
- Daskalovska, N., Dimova, V. (2012). Why should literature be used in the language classroom. *Procedia - Social and Behavioral Sciences*, 46, 1182-1186. <https://doi.org/10.1016/j.sbspro.2012.05.271>
- De Naeghel, J., Van Keer, H., Vansteenkiste, M., Rosseel, Y. (2012). The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology*, 104(4), 1006-1021.
- Dhanapala, K. V., Hirakawa, Y. (2016). L2 Reading motivation among Sri Lankan university students. *Reading Psychology*, 37(2), 202 -229. <https://doi.org/10.1080/02702711.2015.1025163>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The*

*Modern Language Journal*, 78, 273-284.

- Feng, H. Y., Fan, J., Yang, H. Z. (2013). The relationship of learning motivation and achievement in EFL: Gender as an intermediated variable. *Educational Research International*. 2(2), 50-58. [http://erint.savap.org.pk/PDF/Vol.2\(2\)/ERInt.2013\(2.2-07\).pdf](http://erint.savap.org.pk/PDF/Vol.2(2)/ERInt.2013(2.2-07).pdf)
- Feng, R., Chen, H. (2009). An analysis of the importance of motivation and strategy in postgraduates, English acquisition. *English Language Teaching*, 2(3), 93-97.
- Fisher, G. A. (2013). *A qualitative study of motivation to read for pleasure with adolescent struggling readers using a theoretical model: How to begin?* [Doctorial thesis, University of Louisville]. Retrieved from <https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1439&context=etd>
- Gambrell, L.B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher*, 65(3), 172-178. <https://doi.org/10.1002/TRTR.01024>
- Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. *Canadian Journal of Psychology*, 13(4), 266-272. <https://doi.org/10.1037/h0083787>
- Gardner, R. C. (2001). *Integrative motivation and second language acquisition*. University of Hawaii Press.
- Guthrie, J. T., Wigfield, A., VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology*, 92(2), 331-341.



- Guthrie, J. T., Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329-354). Paul H. Brookes Publishing Co.
- Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., Perencevich, K. C. (2006). From spark to fire: Can situational reading interest lead to long-term reading motivation? *Reading Research and Instruction*, 45(2), 91-117.
- Guthrie, J.T., Hoa, A.L.W., Wigfield, A., Tonks, S.M., Humenick, N.M., Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*, 32(3), 282–313.  
<https://doi.org/10.1016/j.cedpsych.2006.05.004>
- Guthrie, J. T., Coddington, C. S., Wigfield, A. (2009). Profiles of motivation for reading among African American and Caucasian students. *Journal of Literacy Research: JLR*, 41(3), 317–353. <http://doi.org/10.1080/10862960903129196>
- Guthrie, J.T., Wigfield, A. (2000). Engagement and motivation in reading. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 403– 422). Mahwah, NJ: Erlbaum.
- Guthrie, J. T., Klauda, S. L. (2016). Engagement and motivational processes in reading. In Afflerbach, P. (Ed.), *Handbook of individual differences in reading: Reader, text, and context*. Routledge.
- Hassan, H., Hariri, N., Khan, K. (2019). Enhancing intrinsic motivation to learn in

- adults: Empowering ESL students. *International Journal of English Linguistics*, 10(1), 8-90. <http://doi.org/81.10.5539/ijel.v10n1p81>.
- Hastings, K. (2016). Leveled reading and engagement with complex texts. *Reading Improvement*, 53(2), 65-71.
- Hayikaleng, N., Nair, S. M., Krishnasamy, H. N. (2016). Thai students' motivation on English reading comprehension. *International Journal of Education and Research*. 4(6), 477-486.
- Hosseini, S. A., Hosseini, S. A., Rasti, A. (2014). Influential situational factors on English for academic purposes reading motivation. *International Journal of Language Learning and Applied Linguistics World*, 5(1), 535 – 546.
- Houghton, K. L. (2015). *Impacts of intrinsic and extrinsic motivation on reading achievement of first-grade students*. (Publication No. 1707) [Doctoral dissertation, Walden University].
- Hubbard, M. (2022). *Increasing academic achievement through reading motivation and strong family partnerships*. Culminating Experience Projects. Retrieved from <https://scholarworks.gvsu.edu/gradprojects/101>
- Huo, X. (2018). *The role of extrinsic motivation in learning English as a second language among international college students*. [Master's thesis, California State University]. Sacramento. Retrieved from <https://scholarworks.calstate.edu/downloads/0z708w71c>
- Hussain, M. S., Salam, A., Farid, A. (2020). Students' motivation in English Language

- Learning (ELL): An exploratory study of motivational factors for EFL and ESL adult learners. *International Journal of Applied Linguistics & English Literature*, 9(4), 15-28.
- Ibrahim, N., Ya Shak, M., Mohd, T., Ismail, A., Dhayapari, P., Zaidi, A., Yasin, S. (2015). The importance of implementing collaborative learning in the English as a Second Language (ESL) classroom in Malaysia. *Procedia Economics and Finance*, 31, 346-353. [https://doi.org/10.1016/S2212-5671\(15\)01208-3](https://doi.org/10.1016/S2212-5671(15)01208-3).
- Indrayadi, T. (2021). Indonesian EFL learners' reading motivation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 335-346. <http://doi.org/10.21093/ijeltal.v5i2.745>
- Jiawook, L. (2022). *The effectiveness of digital reading for motivating student reading and vocabulary development*. [Master's thesis, Malmö University]. Retrieved from <https://www.diva-portal.org/smash/get/diva2:1632855/FULLTEXT02.pdf>
- Jones, B.D. (2009). Motivating students to engage in learning: The MUSIC model of academic motivation. *International Journal of Teaching and Learning in Higher Education*, 21(2), 272-285.
- Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*, 25(2), 149-169. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1015755.pdf>
- Komiyama, R., McMorris, A. (2017). Examining international students' motivation to read in English from a self-determination theory perspective. *CATESOL Journal*, 29(2), 61-80. <https://files.eric.ed.gov/fulltext/EJ1164351.pdf>

- Lai, H.Y.T. (2013). The motivation of learners of English as a foreign language. *International Education Studies*, 6(10), 90-101.
- Lamb, A. (2011). Reading redefined for a transmedia universe. *Learning & Leading with Technology*, 39(3), 12-17.
- Lamb, A., Johnson, L. (2011). Nurturing a new breed of reader: Five real-world issues. *Teacher Librarian*, 39(1), 56-63.
- Larson, L. C. (2010). Digital readers: The next chapter in e-book reading and response. *The Reading Teacher*, 64(1), 15-22.
- Locher, F. M., Becker, S., & Pfof, M. (2019). The relation between students' intrinsic reading motivation and book reading in recreational and school contexts. *AERA Open*, 5 (2), 1–14. <https://doi.org/10.1177/2332858419852041>
- Marinak, B. A., Gambrell, L. B. (2008). Intrinsic motivation and rewards: what sustains young children's engagement with ext? *Literacy Research and Instruction*, 47, 9-26.
- Marinak, B. A., Gambrell, L. B. (2013). Meet them where they are: Engaging instruction for struggling readers. In E. Ortlieb & E. H. Cheek (Eds.) *School-based interventions for struggling readers* (pp. 41-60). Emerald Group Publishing Limited.
- Mahadi, T.S.T., Jafari, S.M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, 3(24), 230-235.
- Martin, L. M. (2003). Web reading: Linking text and technology. *The Reading Teacher*, 56(8), 735-737. <http://search.proquest.com/>

- McGeown, S. P. (2013). *Reading motivation and engagement in the primary school classroom: theory, research and practice*. United Kingdom. UKLA.
- McGeown, S., Bonsall, J., Andries, V., Howarth, D., Wilkinson, K. (2020). Understanding reading motivation across different text types: Qualitative insights from children. *Journal of Research in Reading*. 43(4), 597–608.  
<https://doi.org/10.1111/1467-9817.12320>
- Middleton, M. E. (2011). *Reading motivation and reading comprehension* [Master's Thesis, The Ohio State University]. Retrieved from  
[https://etd.ohiolink.edu/apexprod/rws\\_etd/send\\_file/send?accession=osu1313166336&disposition=inline](https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=osu1313166336&disposition=inline)
- Mori, S. (2002). Redefining motivation to read in a foreign language. *Reading in a Foreign Language*, 14(2), 91-110.
- Ng, C. F., Ng, P. K. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Journal of Languages, Literature and Linguistics*, 1, 98-105. <https://doi.org/10.7763/IJLLL.2015.V1.20>.
- Olmez, F. (2015). An investigation into the relationship between L2 reading motivation and reading achievement. *Procedia-Social and Behavioral Sciences*, 199, 597-603. GlobELT: An international conference on teaching and learning English as an additional language, Antalya-Turkey.
- Organization for Economic Co-operation and Development (OECD). (2017). PISA 2015 Results (Volume III): Students' well-being, PISA, OECD Publishing, Paris,  
<https://doi.org/10.1787/9789264273856-en>.

- Oxford, R., (2001). Integrated skills in the ESL/EFL classroom. *ESL Magazine*, 4, 18-20
- Protacio, M. (2012). *Reading motivation: A focus on English learners*. Read Teach, 66 (1), 69- 77. <https://doi.org/10.1002/TRTR.01092>
- Ryan, R.M., Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Reeve, J. (2016). A grand theory of motivation: *Why not?* *Motivation & Emotion*, 40(1), 31–35. <https://doi-org.goucher.idm.oclc.org/10.1007/s11031-015-9538-2>
- Risinger, A. (2013). *Teacher reading motivation practices*. [Master’s thesis, North Carolina Agricultural and Technical State University]. Retrieved from <https://digital.library.ncat.edu/cgi/viewcontent.cgi?article=1115&context=theses>
- Rubrecht, B. G., Ishikawa, K. (2012). Language learning motivation: Applying the L2 Motivational Self System. *International Journal of Language Studies*, 6(4), 71-96.
- Samejon, K. (2015). *Extrinsic motivation factors in learning English as second language*. Kaalam, 1(1), 35-53.
- Sanacore, J., Palumbo, A. (2010). Middle school students need more opportunities to read across the curriculum. *The Clearing House*, 83(5), 180-185.
- Schiefele, U., Schaffner, E., Moller, J., Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, 47, 427–463. <https://doi.org/10.1002/RRQ.030>

- Sims Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 1(3), 4-6
- Short, L. A. (2010). *Using electronic books to increase elementary students' motivation to read* [Master's Thesis, Dominican University of California].  
<https://doi.org/10.33015/dominican.edu/2010.edu.03>
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19(1), 1 –18. Retrieved from  
<https://files.eric.ed.gov/fulltext/EJ759837.pdf>
- Ulfa, M., Bania, A. S. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163-170
- Unrau, N., Schlackman, J. (2006). Motivation and its relationship with reading achievement in an urban middle school. *The Journal of Educational Research*, 100(2), 81-101. <https://doi.org/10.3200/JOER.100.2.81-101>
- Usman, B., Silvianti, T. M., Marzatillah, M. (2016). The influence of teacher's competence towards the motivation of students in learning English. *Studies in English Language and Education*, 3(2), 134-146.
- Wang, J. H., Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S and Chinese students. *Reading Research Quarterly*, 39 (2), 162–186. <https://doi.org/10.1598/RRQ.39.2.2>
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of

parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202 –209.

<https://doi/10.1037/0022-0663.90.2.202>

Yang, G., Badri, M., Rashedi, A. A., Almazroui, K. (2018). The role of reading motivation, self-efficacy, and home influence in students' Literacy achievement: a preliminary examination of fourth graders in Abu Dhabi. *Large-scale Assess in Education*. 6(10), 2-19